Uintah School District Weekly Lesson Plans Unit 5

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 5 Grade 2 Week 1-March 6-9 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **SL.2.3:**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | **Word Families**: -Prefix un-(Theme 13)  **Comprehension Strategies**: Infer :Cause and effect  Supporting details  Comprehension Bridge:12,13  **Grammar:** Contraction and adjectives WRG pgs-25-26  **Writing:**  Story  Prewriting  Writing Bridge: 25,26  WRG p. 45 story organizer  **Social Studies** Standard 4:  Second Grade  **Self, School, and Community**  **Students will explain how the economy meets human needs through the interaction of producers and consumers**  **Objective 1: Describe how producers and consumers work together in the making and using of goods and services.**  a. Define and explain the difference between producing and consuming.  b. Explain ways in which people can be both consumers and producers of goods and services.  c. Recognize that people supply goods and services based on what people want.  d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).  e. Identify how technology affects the way people live  **Objective 2: Describe the choices people make in using goods and services.**  a. Explain the goods and services that businesses provide.  b. Explain the services that government provides.  c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).  d. Explain how work provides income to purchase goods and services.  e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit  union, savings account  **Social Studies Vocabulary Students Should Know and Use:** produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account  **Science:**  **Standard 3. Physical Science**  **Objective 2. Analyze objects and record their properties**  **Indicator 1.** Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.  **Indicator 2.** Predict measurable properties such as weight, temperature, and whether objects sink or float; test and record data.  **Indicator 3.** Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.  **Science language students should be able to use correctly:** sort, predict, classify, solid, liquid, dissolve, matter, property, mix.  **Guidance for Combining Content** |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives** | **Terminology** |
| -Read poetry, informational text, and literature on grade and stretch levels.  -Compare a poetry version and a prose version of the same *Pied Piper* legend.  - Learn the irregular forms of plural nouns.  -Memorize a Robert Louis Stevenson poem and record it  -(ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | character plural  conclusion setting  folktale  index  irregular  legend  narrative poem  noun  plot |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Tall Tale Books/John Henry or Babe Big Blue Ox |  | Little Dragon Boat Rigby (I) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Write one thing that |
| Tuesday |  |  |  | contractions | ↓  Center Work |  |  |
| Wednesday | Rigby big book Seeds of Fortune |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 5 Grade 2 Week-2 March 12-16 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **SL.2.3:**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | **Word Families**: suffixes ful, less, er, ly ( (Theme 13)  **Comprehension Strategies**: Infer: Cause and effect review determine importance, supporting bridge  Comprehension Bridge: 12,13  **Grammar:** Contraction and adjectives WRG pgs-25-26  **Writing:** Prewriting  Story Elements  WRG 61-62 Narrative writing lesson  Writing Bridge: 25,26  **Social Studies** Standard 4:  Second Grade  **Self, School, and Community**  **Students will explain how the economy meets human needs through the interaction of producers and consumers**  **Objective 1: Describe how producers and consumers work together in the making and using of goods and services.**  a. Define and explain the difference between producing and consuming.  b. Explain ways in which people can be both consumers and producers of goods and services.  c. Recognize that people supply goods and services based on what people want.  d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).  e. Identify how technology affects the way people live  **Objective 2: Describe the choices people make in using goods and services.**  a. Explain the goods and services that businesses provide.  b. Explain the services that government provides.  c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).  d. Explain how work provides income to purchase goods and services.  e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit  union, savings account  **Social Studies Vocabulary Students Should Know and Use:** produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account  **Science:**  **Standard 3. Physical Science**  **Objective 2. Analyze objects and record their properties**  **Indicator 1.** Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.  **Indicator 2.** Predict measurable properties such as weight, temperature, and whether objects sink or float; test and record data.  **Indicator 3.** Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.  **Science language students should be able to use correctly:** sort, predict, classify, solid, liquid, dissolve, matter, property, mix.  **Websites**  http://worldoftales.com/ |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives**  -Read poetry, informational text, and literature on grade and stretch levels.  -Compare a poetry version and a prose version of the same *Pied Piper* legend.  - Learn the irregular forms of plural nouns.  -Memorize a Robert Louis Stevenson poem and record it  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | **Terminology**  character plural  conclusion setting  folktale  index  irregular  legend  narrative poem  noun  plot |
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HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Aesop’s Fables |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  | Bundle of Sticks  (Rigby K) |  | ↓  Center Work | See art links |  |
| Wednesday |  |  |  | adjectives | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  | From Here to There (fable benchmark level H) |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 5 Grade 2 Week-3 March 19-23 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **SL.2.3:**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | **Word Families**: -Plurals –s and -es (Theme 14)  **Comprehension Strategies**: Fix-up strategies:Pictures  Comprehension Bridge: 13,14  **Grammar:** Comparative and superlative WRG 27-28/Review adjectives  **Writing:**Conventions  Sequence WRG p.46 organizer  Writing Bridge:27,28  **Social Studies** Standard 4:  Second Grade  **Self, School, and Community**  **Students will explain how the economy meets human needs through the interaction of producers and consumers**  **Objective 1: Describe how producers and consumers work together in the making and using of goods and services.**  a. Define and explain the difference between producing and consuming.  b. Explain ways in which people can be both consumers and producers of goods and services.  c. Recognize that people supply goods and services based on what people want.  d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).  e. Identify how technology affects the way people live  **Objective 2: Describe the choices people make in using goods and services.**  a. Explain the goods and services that businesses provide.  b. Explain the services that government provides.  c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).  d. Explain how work provides income to purchase goods and services.  e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit  union, savings account  **Social Studies Vocabulary Students Should Know and Use:** produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account  **Science:**  **Standard 3. Physical Science**  **Objective 2. Analyze objects and record their properties**  **Indicator 1.** Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.  **Indicator 2.** Predict measurable properties such as weight, temperature, and whether objects sink or float; test and record data.  **Indicator 3.** Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.  **Science language students should be able to use correctly:** sort, predict, classify, solid, liquid, dissolve, matter, property, mix.  **Websites**  http://worldoftales.com/ |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives**  -Retell folktales from diverse cultures, determining their central message or lesson.  -Ask and answer questions of a speaker who reads a folktale from her home country.  - Write an opinion piece on why folktales were handed down. | **Terminology**  character plural  conclusion setting  folktale  index  irregular  legend  narrative poem  noun  plot |
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HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | \*  From Here to There (Rigby Benchmark level H) |  | When the Wind Blows and the Sun Shines (Rigby level H) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Use poster board with what, who, where, when, why, and how, have students use sticky notes to answer questions, also can use white boards, or scrap paper |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  | Comparative and Superlative adjectives | ↓ |  |  |
| Thursday |  |  | Long, Long Ago (Rigby Level N) |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 5 Grade 2 Week4 -March 26-30 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.2:**Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **RI.2.7:**Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL.2.4:**Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **SL.2.3:**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | **Word Families**: -Plurals y to ies (Theme14)  **Comprehension Strategies**: Review Infer: Cause and effect  Comprehension Bridge: 13,14  **Grammar:** Review adjectives  **Writing**-Conventions  Sequence WRG. Organizer p.46  Writing Bridge: 27,28  **Social Studies** Standard 4:  Second Grade  **Self, School, and Community**  **Students will explain how the economy meets human needs through the interaction of producers and consumers**  **Objective 1: Describe how producers and consumers work together in the making and using of goods and services.**  a. Define and explain the difference between producing and consuming.  b. Explain ways in which people can be both consumers and producers of goods and services.  c. Recognize that people supply goods and services based on what people want.  d. Identify examples of technology that people use (e.g., automobiles, computers, telephones).  e. Identify how technology affects the way people live  **Objective 2: Describe the choices people make in using goods and services.**  a. Explain the goods and services that businesses provide.  b. Explain the services that government provides.  c. Explain different ways to pay for goods and services (i.e., cash, checks, credit cards).  d. Explain how work provides income to purchase goods and services.  e. Explain reasons and ways to save money (e.g., to buy a bicycle or MP3 player, piggy bank, bank, credit  union, savings account  **Social Studies Vocabulary Students Should Know and Use:** produce, consume, supply, technology, business, government, goods, services, cash, credit card, check, income, purchase, savings account  **Science:**  **Standard 3. Physical Science**  **Objective 2. Analyze objects and record their properties**  **Indicator 1.** Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.  **Indicator 2.** Predict measurable properties such as weight, temperature, and whether objects sink or float; test and record data.  **Indicator 3.** Predict, identify, and describe changes in matter when heated, cooled, or mixed with water.  **Science language students should be able to use correctly:** sort, predict, classify, solid, liquid, dissolve, matter, property, mix.  **Websites**  http://worldoftales.com/ |

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  |  | Why Coyote Howls at the Moon (Rigby level L) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday | Apples Across America (Rigby Benchmark level L) |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  | Review adjectives | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |